



State of Vermont
Vermont Department of Education
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2007 Legislative Summary Vermont Department of Education

The following is a review of the education-related bills passed during the first year of this biennial session. We have included information that affects both the Department of Education and the education field in general. Further information regarding implementation on specific requirements will be provided under separate cover.

Please contact General Counsel Mark Oettinger if you have questions regarding the content of this summary. For more information on the Vermont Legislature, visit <http://www.leg.state.vt.us/>.

ACT 13: AN ACT RELATING TO THE CREATION OF ONE FUND WITHIN EACH OF THE THREE VERMONT RETIREMENT SYSTEMS AND TO COMPLIANCE WITH FEDERAL REQUIREMENTS (H. 516)

Section 33 gives the Vermont Teachers' Retirement Board the power to impose penalties when districts submit employee contributions late and require the districts to reimburse the retirement system for any costs the system incurs because of inaccuracy in district reporting.

ACT 23: AN ACT RELATING TO AWARDING OF HIGH SCHOOL DIPLOMAS TO VETERANS OF THE VIETNAM ERA (S. 173)

This Act requires high schools, upon request, to award a high school diploma to any Vermont resident who served in the military during the Vietnam era from February 28, 1961 through May 7, 1975. The Act qualifies a Vietnam-era veteran who has not previously been awarded a high school diploma to obtain employment for which a high school diploma is a requirement. The State Board of Education shall develop and make available an application form for veterans who wish to request a high school diploma.

ACT 24: AN ACT RELATING TO THE ROZO MCLAUGHLIN FARM-TO-SCHOOL PROGRAM (H. 91)

The intent of this Act, which is a continuation of the Act passed in the 2006 legislative session, is to honor Representative McLaughlin's work and dedication by establishing the local foods mini-grant program as a permanent program and by renaming it accordingly. The Agency of Agriculture is charged with overseeing the Farm to School grants established by the Act. The Department of Education is charged with providing training for food service personnel and child care resource development specialists "as funds are made available." These trainings shall include information about strategies for purchasing, processing and serving locally grown foods as well as information about nutrition, obesity prevention, coping with severe food allergies and food service operations.

Training shall also promote the policies established in the Vermont nutrition and fitness policy guidelines developed by the Agency of Agriculture, the Department of Education and the Department of Health.

ACT 31: AN ACT RELATING TO A STATEWIDE SCHOOL YEAR CALENDAR (H.15)

Beginning with the 2009-2010 academic year, Vermont will have a statewide school calendar. It will have at least 175 common student attendance days, and at least five common teacher in-service days (at least one of which will be organized by the Vermont Department of Education and conducted at regional sites throughout the state). In order to count a day toward the 175-day requirement, a majority of students in each grade will have to be in attendance or participating in a school-sponsored academic activity for a minimum of 5.5 hours (including recess and excluding lunch), failing which, the day will only count as a half day. Prekindergarten and kindergarten are not grades and do not come under the 5.5 minimum hours per day provision.

The school year will have a common start date, which is legislatively mandated to be the Tuesday immediately preceding Labor Day. During that week, students must also attend on Wednesday and Thursday. Given the findings that are included in the new law, it is clear that common holidays, vacation periods and statewide assessment days are contemplated. Also, the new law suggests that the calendar could contain only one week of vacation following the Christmas break as opposed to the current tradition of both February and April breaks.

The statewide calendar will be adopted by the State Board of Education, which will approve or reject (but not modify) a proposed calendar. The proposed calendar will be created by a committee chaired by the Commissioner of Education, with two members from the Vermont Superintendents Association, two members from the Vermont School Boards Association, two members from the Vermont Principals Association, two members from the Vermont NEA, two technical center directors, two members of the business community, and two high school students (who may *not* also be student members of the State Board of Education).

There is also a provision that allows the State Board of Education to issue a (limited) waiver for “unique regional circumstances that cannot otherwise be accommodated.” The calendar committee is required to conduct at least five public engagement events around the state to solicit input, and will also receive input from the technical center directors and principals in each technical center region. The calendar committee is also charged with responsibility for recommending to the Legislature a financial penalty for districts which fail to comply with the “minimum 5.5 hour day” requirement.

ACT 35: AN ACT RELATING TO AUTISM SPECTRUM DISORDERS (ASD) (S. 121)

The Agency of Human Services (AHS) and the Department of Education are charged with developing an interagency proposal for a coordinated, life-long system of care for individuals with ASD and their families by January 15, 2008. AHS is the lead agency in developing the plan in collaboration with a broad spectrum of stakeholders including individuals with ASD and their families, professionals with established expertise in ASD, private and public providers of services to individuals with ASD and their families, entities providing support to families of individuals with ASD, members of the Autism Task Force, the Vermont Developmental Disabilities Council and the Act 264 Advisory Board. The legislation specifies components of a plan including:

- A profile of the range of diagnoses and needs of the children, youth and adults to be served.
- Projections of future needs of individuals with ASD.
- Specific goals for the system of care.
- Research-based best practices guidelines to assist service providers in meeting the needs of individuals with ASD.
- A review of educational and human services supports and services currently available to individuals with ASD and their families.
- Strengths and deficiencies in the current system including availability throughout the state.
- Additional supports and services needed for an effective system of care with recommendations of how to meet unmet needs.
- Review of the current role of schools and financial impact on schools for serving individuals with ASD.
- Review of current sharing of responsibilities between education and human services and whether there should be changes.
- Detailed proposal with implementation timeline for the system of care that includes:
 - Ways existing resources or facilities might be used to support the system of care.
 - Availability of federal and other potential funding sources.
 - Strategies to encourage collaboration among existing and new resources in order to provide individuals with ASD and their families with coordinated, life long services, training, technical assistance, information dissemination, and consultation including a publicly available information system with an information hotline.
 - Strategies to encourage collaboration among existing and new resources in order to provide schools, local agencies and other service providers with coordinated training, technical assistance, information dissemination and consultation.
 - Strategies to insure early and accurate diagnosis.
 - Strategies for collaboration with higher education to insure a sufficient number of well-trained professionals to provide services to individuals with ASD in all areas of the state.
 - Provisions ensuring regular review and revision of the system of care.

ACT 41: AN ACT RELATING TO PROHIBITING DISCRIMINATION ON THE BASIS OF GENDER IDENTITY (S. 51)

The intent of this Act is to prohibit discrimination on the basis of gender identity as defined in this legislation. The term “gender identity” has been added to the other protected categories under the definition of harassment of Section 17, 16 V.S.A. By August 1, 2007, the Commissioner of Education is charged with revising the model policy of the prevention of harassment of students to reference the term “gender identity” and to provide the revised model policy to each Vermont school board. School boards are required to amend harassment prevention policies to include “gender identity” by August 1, 2009.

**ACT 46: AN ACT RELATING TO THE NEXT GENERATION INITIATIVE OF
WORKFORCE DEVELOPMENT THROUGH WORKFORCE DEVELOPMENT
PROGRAMS AND INTERNSHIPS (H.433)**

This Act is intended to stimulate Vermont's economy and attract youth to live and work in Vermont.

It:

- Establishes law for the Workforce Education & Training Fund in the Department of Labor (DOL), including grant expectations and development of evaluation standards.
- Mandates 50-percent salary assistance for adult service coordinators at the regional technical education centers (but does not provide funding).
- Establishes the Commissioner of DOL as the workforce development leader for Vermont and sets expectations for this role.
- Section 6a establishes a workforce development sustainable funding committee.
- Establishes a pilot career readiness certificate through the DOL. Section 6c(a).
- Establishes a job start program for development of business plans and micro loans from a revolving loan fund Section in 6e (a).
- Appropriates \$12 million to a variety of existing programs/agencies.

This Act provides additional funding for some programs, but does not call for a long-term economic development plan for Vermont as requested in the original Next Generation Report. This legislation directly affects the departments of Labor and Commerce, the Vermont Student Assistance Council, the state colleges and university, and Vermont businesses. This legislation will indirectly affect regional technical education centers and schools. Some funding distributed to DOL is for programs and functions actually managed and overseen by the Department of Education. The commissioners and staffs of the two departments will work together to coordinate their work related to these programs.

**ACT 48: AN ACT RELATING TO THE IDLING OF MOTOR VEHICLE ENGINES ON
SCHOOL PROPERTY (S. 13)**

The intent of this Act is to require school bus operators to shut off their engines while waiting for students to board or to exit the vehicle at a school and to keep the engine off until ready to leave the school premises. The State Board of Education, in consultation with the Agency of Natural Resources, the Department of Health and the Department of Motor Vehicles is charged with adopting rules to implement this subsection which will take effect during the 07-08 year. Local school boards, who wish to adopt idling policies for motor vehicles other than school buses, may do so. The Department of Education must develop and distribute to schools a model idling vehicles policy by January 1, 2008.

Primary fiscal and program impact will be on school bus operators with older equipment. This may require certain engine retro fits not deemed to be prohibitively expensive.

**ACT 52: AN ACT RELATING TO CAPITAL CONSTRUCTION AND STATE
BONDING (H. 405)**

This annual Capital bill typically includes not only school construction aid appropriations, but policy items related to school facilities as well.

Appropriations: The Capital Bill appropriates \$9,610,119 for regular school construction aid in the next fiscal year, another \$1 million for technical center construction, and also designates \$2 million in anticipated general fund surplus as additional state aid for school construction. \$200,000 is appropriated for technical center equipment. The bill allocates the construction aid funds between projects approved for funding by the State Board in its FY08 budget request.

Suspension of State Aid for School Construction: The Commissioner of Education is directed to not accept, review or act on any applications for state aid for school construction for projects that did not have voter approval prior to March 7, 2007. The exceptions are emergency projects and school consolidation projects. The suspension is for an indefinite time, although the Commissioners of Education and Finance and Management are to report in January 2008 on recommendations to “develop a sustainable plan for state aid to school construction”.

Consolidation Projects: The provision originally found in Act 68 which offered 50 percent school construction aid for consolidation projects was repealed, and very similar language was included and codified in this year’s Capital Bill. The aid is now extended to sunset in 2010.

ACT 62: AN ACT RELATING TO PREKINDERGARTEN EDUCATION (H. 534)

This Act contains several provisions related to prekindergarten programming and funding.

Section 3 requires the Commissioners of Education and the Department for Children and Families to develop and agree to rules governing the implementation of publicly funded prekindergarten education for submission to the State Board of Education for adoption. The proposed joint rules shall:

- (1) Ensure that, before starting or expanding a program that intends to count prekindergarten students in their ADM, school districts and their communities shall assess the need for a program and inventory existing service providers.
- (2) Ensure that districts use existing qualified service providers when districts count children for prekindergarten.
- (3) Require that school districts provide opportunities for effective parental participation in prekindergarten programs.
- (4) Establish a process by which a parent or guardian residing in the district or a provider, or both, may request a school district to enter into a contract with a provider located in or outside the district.
- (5) Determine proper use of state funds when districts count children for prekindergarten.
- (6) Require private providers under contract with school to report specific costs.
- (7) Require districts to report identifiable costs for prekindergarten and Essential Early Education (EEE).
- (8) Require districts to report expenditures for prekindergarten care and education from the General Fund, Education Fund and other.

Section 7 clarifies that a public school choosing to offer prekindergarten education services to 3- and 4-year-old residents may count those children receiving 10 hours of service per week within its average daily membership, with a weight of 0.46.

Section 6 (1)(C) The legislation caps the number of students that school districts may count for average daily membership (ADM) related to school funding but does not limit enrollment. First,

all Essential Early Education (EEE) students, for whom services are mandated by federal law, may be counted. In addition school districts may count up to the greater of the following:

- 10 students, or
- The previous years' first grade enrollment multiplied by a growth factor equivalent to the average annual increase in first grade enrollment over the previous five years, or
- The number of four-year olds in the district multiplied by the same growth factor cited above.

Section 10 requires the commissioners of Education and for Children and Families to report by January 1, 2010 to the House and Senate Education Committees regarding the cost and effectiveness of prekindergarten education as well as the desirability of consolidating all prekindergarten programs and services under one agency.

Section 10 (10) clarifies the authority of the State Board of Education and the Secretary of Human Services to regulate prekindergarten programs.

Section 11. School districts that offered pre-kindergarten education during the 2006-07 school year have available to them an alternative method of counting non-EEE pre-kindergarten children for ADM purposes. They may count up to the number of children who were enrolled and counted for ADM purposes in their pre-kindergarten program in either the 2004-05, 2005-06 or 2006-07 school years. If one of these districts ever chooses instead to count students based on one of the three provisions in Section 6 (1)(C), it may no longer use the method described in this section.

Section 12. The Prekindergarten Education Study Committee shall continue through March 1, 2008.

This Act places limits on the costs associated with prekindergarten education by both capping the number of children a district may include in its ADM, and by establishing program standards to ensure baseline levels of quality. This legislation will establish standards and provide clarity to parents, programs, schools, communities, taxpayers and legislators.

ACT 64: AN ACT RELATING TO CORRECTIONAL FACILITIES (S. 97)

Section 7 requires the Commissioner of Education and the Commissioner of Corrections to submit a copy of the memorandum of understanding as required by the Part B/IDEA interagency agreement to the House Committee on Institutions, the Senate Committee on Judiciary, and the Senate and House Committees on Education by January 15, 2008.

By May 11, 2006, the Education Commissioner and the Corrections Commissioner signed the MOU and implementation has begun. The MOU includes a description of the legal, service provision, financial, and accounting roles and responsibilities of each agency regarding special education services delivery by the Community High School of Vermont (CHSVT).

ACT 65: AN ACT RELATING TO MAKING APPROPRIATIONS FOR THE SUPPORT OF GOVERNMENT (H. 537)

Section 123(c) directs a summer study group to research and report on ways to manage and prioritize Success Beyond Six services in a capped Medicaid environment in order to ensure that

Success Beyond Six expenditures use best practices, yield positive results and are managed to a predictable rate of growth. By January 15, 2008, the Agency of Human Services will present a report and plan for implementation to the House Committees on Education and Human Services and the Senate Committees on Education and Health and Welfare.

Section 294 (a) requires the Education Commissioner to consult with the Vermont Teacher Diversity Program, Vermont State Colleges and UVM to develop strategies to increase recruitment and retention of racially and ethnically diverse teachers in Vermont public schools. A report to the House and Senate Education committees is due by January 15, 2008.

**ACT 66: AN ACT RELATING TO MISCELLANEOUS CHANGES TO EDUCATION
LAW (S. 93)**

This is the annual so-called “education technical corrections” bill which addresses issues regarding education and education funding. Most sections correct or clarify statutes.

Section 1 removes joint contract districts from general definition of school district.

Section 2 requires enrollment data provided to the Department of Education by the approved and recognized independent schools now include gender and date of birth.

Section 3 amends the one percent bid acceptance provision by making clear that the base for the calculation is the lower bid and excludes cost overruns.

Section 4 removes the requirement that superintendents need to notify the commissioner when school board members are elected.

Section 5-6 allows tuition agreements among districts as long as districts extend the terms to all districts sending pupils.

Section 6. Grade levels for determining secondary tuition have been returned to 7-12 from 7 & 8, 9-12.

Section 7 extends transportation assistance to satellite technical center programs.

Section 8 makes clear that salary assistance for assistant technical directors is due if the tech center FTE enrollment is 150 or more.

Section 9 repeals dated language in 16 VSA § 4011(c).

Section 10 expands uses for excess spending grant and sets September 30 as deadline for submitting an application to the Department of Education.

Section 11 sets November 15 as the date the high spending threshold is announced based on budgets adopted to date.

Section 12 excludes new spending on special education from the excess spending for districts with fewer than 20 equalized pupils.

Section 13 codifies unusual and unexpected 2 percent provision for special education aid.

Section 14 repeals unexpected and unusual special education aid in Act 117 of 2000.

Section 15 repeals obsolete statute (16 VSA § 513).

Section 16-19. ADM census period dates are now the 11th through the 30th day of school year (20 days) so that equalized pupils will be frozen on December 15 (instead of Jan. 15).

Section 17. Return to 40-day census period on July 1, 2009.

Section 20. DOE will propose a fall and spring snapshot ADM count to replace the early year census period to the House and Senate Education Committees

Section 21. Make recommendations for a statewide network to facilitate distance learning programming to the General Assembly.

Section 22(b)(5) revises teen parent education funding used in FY07 and requires the DOE to recommend a new process to the House and Senate Education Committees.

Section 23 extends the \$150,000 education fund district consolidation grant program through FY 2010.

Section 24 amends partial reappraisal statute in Title 32.

Section 25 amends excess spending statute by excluding deficits created by unexpected tuition payments from prior year.

ACT 68: AN ACT RELATING TO CHILD POVERTY IN VERMONT (S. 177)

This Act proposes to create a legislative council to consider childhood poverty in Vermont and its implications which would inventory and assess the impact and scope of child poverty and related programs. It would also consider necessary enhancements for reducing child poverty and its adverse effects. This legislation provides for a thorough review of child poverty in Vermont by service providers and lawmakers in order to develop a plan for reducing poverty and, thus, its adverse social implications.

ACT 82: AN ACT RELATING TO EDUCATION QUALITY AND COST CONTROL (H. 526)

This legislation proposes a series of amendments to education statutes designed to control costs while maintaining high quality in Vermont's public schools.

Several provisions relevant to special education are included. There are also a number of studies and policy statements that will have an impact on special education.

Section 10 amends existing provisions in 16 VSA § 2974 related to reporting requirements and districts whose special education spending exceeds 120 percent of the state average. The reporting requirements include annual reporting by the Department of Education to the State

Board of Education of statewide special education information and more in-depth information for districts identified as either high or low spending. The only new information to be reported is a statewide summary of the special education child count that includes the percentage of the Average Daily Membership (ADM) represented by special education students statewide and by school district, the percentage of special education students by disability category and the percentage of special education students in in-district, day and residential placements.

New requirements for more in-depth reporting on both high- and low-spending districts include the following information:

- Special education staff to child count ratios by staffing categories compared to state averages.
- Percentage of students by disability category in day programs and residential placements compared to state averages.
- Compliance with requirements of 16 VSA § 2901 relating to success of all students in the general education environment.
- Unusual community characteristics relevant to special education placements.
- Review of child count patterns over time.
- Review of federal and state requirements regarding provision of a free, appropriate public education to eligible students.
- Any other factors affecting spending.

Following the department's reporting to the State Board, districts that have been identified as high spending have the opportunity to provide the Commissioner of Education with an explanation of their spending. The Commissioner determines if the explanations are satisfactory. Districts that cannot provide satisfactory explanations for their high spending will then enter into a multi-year process aimed at bringing down costs. The steps of this process are:

Year 1

- Assistance by the DOE staff in identifying reasonable alternatives and developing a remediation plan.
- An onsite review as part of developing the remediation plan.

Years 2 & 3

- A two-year period to make progress on the remediation plan.

End of Year 3

- A report of progress after two years of implementing the remediation plan.
- Notification by the Commissioner within 30 days of submission of the report that progress either is or is not satisfactory.
- If progress is not satisfactory, notification by the Commissioner that 10 percent of the special education reimbursement for the upcoming fiscal year will be withheld.
- An appeal to the State Board of Education of the Commissioner's decision before any funds are withheld at which the district presents a written objection to the decision and the Commissioner has the opportunity to respond.

Year 4

- Withholding of 10 percent of the district's special education reimbursement for the ensuing year if progress was not satisfactory.

Years 5 and on

- Release of the withheld reimbursement for the prior fiscal year if satisfactory progress was made in that year.
- Withholding of 10 percent of the district's special education reimbursement in each year that progress is not made.
- Annual explanation to the State Board of Education by the district of reasons why satisfactory progress has or hasn't been made on the remediation plan.
- A final decision by the State Board of Education on whether or not to withhold 10 percent of the special education reimbursement.

The studies required by H. 526 cover a broad range of topics that relate to general and special education, as well as human services, including:

Section 11. School Districts; Analysis and Recommendations Regarding High Spending: This section directs the Commissioner of Education to study and report to the General Assembly why districts exceed the spending threshold defined in 16 VSA § 5401 (2) and develop recommendations with criteria for exemptions from the consequences. Three areas are specifically mentioned for study. Two have to do with high special education costs and the third involves districts paying tuition for all or most students to attend schools outside of the districts.

Section 13. Education Spending; Cost Drivers: This requires the Joint Fiscal Office to provide an initial report to the House and Senate Committees on Education by June 1, 2007 that identifies and analyzes cost drivers of education spending. A follow-up report is required by December 1, 2007 and annually thereafter.

Section 14. Operational Effectiveness and Efficiency of the Department of Education: A committee with representations from the Vermont Superintendents Association, Vermont School Boards Association, Vermont Principals Association, Vermont-National Education Association, Vermont Council of Special Education Administrators and Vermont Association for School Business Officers, as well as a representative of the business community selected by the Business Roundtable is created and charged with selecting an individual or entity to evaluate the DOE and propose ways to increase effectiveness and operational efficiency. The committee also acts as a resource for the study and reviews the recommendations. The section sets out specific areas to be addressed in the review. The report of the review is due to the Senate and House Education Committees by December 31, 2007. A report by the Commissioner on implementation of the recommendations to the same committees is due by December 31, 2008.

Section 15. Provision of Special Education Services: This study is a continuation of the work done for the Report on the Provision of Special Education Services (Pink Report, January 2001). It focuses on human services functions performed by public schools and requires identification of those functions, the cost to the education fund, the extent to which schools have absorbed costs historically paid for by other service providers or ordinarily considered a cost of other service providers and examination of the interagency agreement provisions regarding agency responsibility for payment of services. The Joint Fiscal Office in consultation with a broad group of stakeholders (identified in the legislation) is charged with conducting this study and reporting the findings to the general assembly on or before November 1, 2007.

Section 16. Educational Services Funded by Medicaid; Study: This study focuses on how to maximize the use of federal Medicaid funds by ensuring that all students eligible for Medicaid or

Dr. Dynasaur are enrolled and stay enrolled. There are several specific areas of focus listed. The Joint Fiscal Office, in consultation with Office of Vermont Health Access, the Department of Banking, Insurance, Securities and Health Care Administration and DOE conducts this study and reports results to the House and Senate Education Committees, the House Human Services Committee and the Senate Health and Welfare Committee by December 1, 2007.

Section 18. Mandates; Report: This report identifies requirements placed on local school districts by state and federal legislation and state board rules imposed since 1997 and the effects on schools of the implementation of these requirements on schools. The Joint Fiscal Office and the Legislative Council will consult with representatives from educational associations and practitioners to prepare the report to be submitted to the Senate and House Education Committees in or before December 1, 2007.

Section 21. Special Education; Miscellaneous Provisions: The meaning of “excess spending” is amended to allow “the portion of education spending attributable to the district’s share of special education spending in excess of \$50,000.00 for any one student in the fiscal year occurring two years prior” to be subtracted from the district’s education funding.

Section 23. This section amends 16 V.S.A. § 2950(a). It provides for 100 percent reimbursement of special education costs (including mainstream costs) for state-placed students when the district has provided documentation to support the claim for reimbursement. This documentation must be sufficient to allow the Commissioner of Education to determine whether to recommend cost saving alternatives. Reimbursement of costs for students not eligible for special education is allowed with the Commissioner’s approval. There is also a provision that requires agencies that have placed students to provide technical assistance to districts if this is requested.

Section 26. Language is added to 16 V.S.A. § 2973a recognizing the importance of integrated special education services and the role of best practices in promoting this.

Other sections of H. 526 not specifically related to special education are as follows:

Section 2 reduces the maximum homestead tax adjustment to \$8,000 from \$10,000.

Section 4 sets the Education Tax Rates: nonresidential = \$1.36, homestead = \$0.87.

Section 5 mandates a divided budget question. All districts with education spending per equalized pupil in excess of the state average for the current year must present two budget questions for the next year if the new budget contains education spending over the “maximum inflation amount.” The maximum inflation amount for a district is determined by a two step calculation. First the percentage change in the local government price index plus one point is multiplied by the state average education spending per equalized pupil for the current year. This amount is then multiplied by either the district’s current or coming year equalized pupil count, whichever is greater. The first question will authorize a budget with education spending at the maximum inflation amount, the second question asks voters to approve any education spending amount over the maximum inflation amount.

Section 7(c) sets secondary pupil weight for the equalized pupil count at 1.13.

(h) The Commissioner will evaluate the accuracy of the above weights and propose changes to the House and Senate Education Committees by January 15, 2009.

This change will increase the number of elementary level equalized pupils and decrease the number of secondary level equalized pupils. Currently, one elementary level pupil in long-term membership counts as about 86 percent of an equalized pupil and one secondary pupil in long-term membership counts as about 108 percent of an equalized pupil. With the new secondary weight of 1.13, one elementary pupil in long-term membership will count as about 92 percent of an equalized pupil while a secondary pupil would be 104 percent of an equalized pupil.

Section 8 requires the Education Commissioner to recommend grade weight changes at the beginning of each biennium.

Section 12 requires the Tax Commissioner to supply a new tax bill to replicate the form approved by the House Speaker.

Section 18 requires the DOE to report and make recommendations on school district/supervisory union financial management to the Senate Education Committee by November 5, 2007.

Section 19 requires the Education Commissioner to deliver the report on Education Governance to the House and Senate Education Committees by December 1, 2007.

Section 20 adds new language to the Construction Aid statute so that neighboring districts will collaborate and consolidate on construction projects when feasible.

Section 25 adds new commissioner duty to encourage districts to share information on low-incidence special education needs among all districts.

Section 27 requires a Tax Department study on three- or five-year rolling reappraisal in lieu of the common level of appraisal process.

Section 28 makes changes to the small school grant after consolidation.

Section 29-41 establishes supervisory union-wide collective bargaining.

Section 42 establishes effective dates for the above.